



Our Vision

At Bowman Academy, we celebrate individuality, diversity and inclusion. We foster trust, respect and belonging to prepare our pupils for the next stage of their education and adulthood.

We recognise that pupils' spiritual, moral, social and cultural development plays a vital role in their learning, wellbeing and personal growth. Through our curriculum and wider school experiences, we aim to provide opportunities for pupils to develop their values, beliefs, self-awareness and understanding of the world around them.

As a specialist SEND school, we recognise that each pupil's journey is unique. We support pupils to develop confidence, resilience, independence and positive relationships whilst respecting and valuing differences within our school community and wider society.

Pupils are given opportunities to engage with a wide range of cultures, faiths, communities and experiences. Through meaningful learning experiences, educational visits, community partnerships and enrichment activities, pupils develop an understanding of diversity, equality and mutual respect, enabling them to thrive as active citizens in modern Britain.

Aims and objectives

At Bowman Academy, SMSC development is embedded throughout school life and is fundamental to our curriculum, culture and values.

We aim to:

- Promote pupils' personal development and wellbeing.
- Develop confidence, resilience and self-esteem.
- Encourage respect for themselves and others.
- Promote equality, diversity and inclusion.
- Foster understanding of different faiths, cultures and beliefs.
- Support pupils to become responsible and active citizens.
- Develop communication, social and emotional skills.
- Promote Fundamental British Values.

- Prepare pupils for adulthood and life beyond school.

SMSC is delivered through:

- The wider curriculum.
- PSHE and RSHE.
- Religious Education.
- Assemblies and themed events.
- Educational visits and residential experiences.
- Community engagement opportunities.
- Enrichment activities.
- Daily interactions and routines.

Spiritual Development

Spiritual development gives our pupils a sense of identity, self-worth, personal insight, meaning and purpose. Our pupils are actively encouraged to develop their knowledge, skills, and understanding that they need to foster their own wellbeing. Throughout our curriculum there is a strong focus on pupils developing a sense of self, seeing their unique potential and understanding their own strengths and weaknesses. We encourage the will to achieve, and inspire pupils to be curious about themselves and the world around them.

Our learning environment and curriculum

The Bowman curriculum enables pupils to:

- Develop spiritual development through a multi faith RE Curriculum which includes visits to places of worship
- Be reflective about their own beliefs (religious or otherwise) and perspective on life (RE lessons, Circle Time)
- Have knowledge of, and respect for, different people's faiths, feelings and values (Cultural days, Celebrations topics, Assembly themes, resources that represent cultural diversity, daily prayers, visits to church)
- Have opportunities to reflect on their experiences and learning as well as assessment for learning opportunities through class presentations
- Empathise with others (through role play, restorative practice)
- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them (Scientific investigations, learning through play, Around the World and Celebrations topics)
- Use their imagination and be creative in their learning (Art lessons and Art Days, Music sessions, role play)
- Reflect on their experiences (End of the day reflection, Circle Time, Restorative Practice)
- Have an alternative way of learning which enhances their own personal wellbeing through enrichment lessons.

Moral Development

Moral development is about pupils developing their own framework of moral values which regulate their behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. Bowman actively encourages our pupils to develop their knowledge, skills and understanding that they need in order to make responsible moral decisions and act on them.

Our learning environment and curriculum

The Bowman curriculum promotes moral development through:

- Class charters which are written with the pupils and displayed in classrooms
- Restorative practice which enables the pupils to reflect on their behaviour and its effect on others
- PSHE/RSHE lessons based on right and wrong in various types of scenarios as well as legal boundaries
- Whole school weekly awards and individual/class-based reward systems which are consistent and fair
- Activities that enable pupils to give opinions and make choices
- Anti-bullying week
- Our participation in a British Values scheme allows pupils to develop their understanding into the wider world
- Fundraising activities to raise money for charitable causes such as Comic Relief and Children in Need

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. Bowman actively encourages pupils to develop their knowledge, skills and understanding they need to make an active contribution to the democratic process in each of their communities.

Our learning environment and curriculum

At Bowman social skills are developed through:

- Modelling of positive social behaviour by all staff throughout the school day
- Turn taking and group activities
- Circle Time in which pupils are encouraged to greet peers and staff and interact with each other
- PSHE/RSHE lessons on building relationships
- Total Communication approach to enable pupils to express themselves by their preferred means
- Working with others across the local community
- By encouraging pupils to participate in a variety of trips and residential visits we focus on and encourage pupils to have a sense of belonging, a willingness to participate and work with others forming positive relationships and understanding
- We ensure that our pupils know their rights and responsibilities and understand the importance of respect within the school, local and national community

- Our school council provides opportunities for our pupils to develop their social skills across the school, ensuring processes for voting are carried out through a democratic process for all pupils

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding and feeling comfortable in a variety of cultures, and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Bowman actively encourages pupils to develop their knowledge, skills and understanding that they need to appreciate and contribute towards culture. We encourage pupils to respect their own culture and traditions, and to understand the importance of learning and respecting other cultures around them.

Our learning environment and curriculum

Pupils are introduced to a regional and global perspective through:

- Stories from different cultures
- First hand experiences through local visits and Enrichment
- Being part of National and International fund-raising events
- Studies of different lifestyles through International days, including different food, dress and festivals
- Studies of different religions and cultures during RE and PSHE/RSHE lessons and diversity within our classes and school
- Learning about other cultures through assembly themes
- We actively encourage visits from different faith groups and/or culture

Fundamental British Values

At Bowman Academy, Fundamental British Values are promoted throughout the curriculum and wider school experience.

These include:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Pupils experience these values through:

- School Council elections and pupil voice opportunities.
- Class discussions and decision-making.
- Understanding school rules and expectations.
- Learning about rights and responsibilities.
- Celebrating diversity and inclusion.
- Building positive relationships within the school community.

Monitoring and review

SMSC is the responsibility of all staff at Bowman however the PSHE/RSE/RE subject leader will also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of SMSC

Lead staff are expected to monitor the progress of pupils in SMSC through the school's assessment system.